

PROPOSAL FOR A NEW BACCALAUREATE DEGREE PROGRAM

A. General Information

1. Institution: **Jacksonville State University**
2. Date of Proposal Submission: **June 9, 2015**
3. Institutional Contact Person: **Dr. Rebecca O. Turner, Provost/VPASA**
Telephone: **256-782-5540**
Fax: **256-782-5541**
E-mail: **rturner@jsu.edu**
4. Program Identification--
Title: **Respiratory Therapy**
Degree: **BS**
CIP Code: **51.0908**
5. Proposed Program Implementation Date: **August 23, 2016**
6. Program Administration--
College or School: **College of Nursing**
Dean: **Christie Shelton, PhD, RN, CNE**
Department: **Respiratory Therapy**
Chairperson: **TBD**

B. Program Objectives and Content

1. List the objectives of the program as precisely as possible. The objectives should address specific needs the program will meet (institutional and societal) and the expected student learning outcomes and achievements. This is an extremely important part of the proposal. The objectives should lend themselves to subsequent review and assessment of program accomplishments.

Upon completion of the Respiratory Therapy Program, candidates shall:

- **Demonstrate knowledge of content specific to professional practices in respiratory therapy.**

- Assess patients' cardiopulmonary status, acquire data, and provide appropriate care within the scope of practice.
- Perform and assist in prescribed diagnostic studies such as obtaining blood gases, blood gas analysis, and pulmonary function testing.
- Evaluate patients' care in terms of cost effective treatment strategies and appropriateness of treatment.
- Establish appropriate treatment goals for patients with cardiopulmonary disease processes.
- Collaborate in the case management and evaluation of treatment plans for patients with cardiopulmonary disease processes.
- Initiate prescribed respiratory care treatments, manage life support activities, evaluate and monitor patients' responses to treatment, and modify prescribed respiratory care treatments to contribute to more optimal patient outcomes.
- Initiate and perform prescribed pulmonary rehabilitation.
- Provide patient, family and community education.
- Promote cardiopulmonary wellness, disease prevention, and disease management.
- Utilize evidence-based practice using established treatment guidelines and protocols.
- Display professionalism and integrity in professional practice.
- Develop leadership skills in the areas of management, education, and research.

2. How will this program be related to other programs at your institution?

Jacksonville State University currently offers a traditional baccalaureate degree in nursing. The proposed respiratory therapy program may be related to that program in terms of inter-professional collaboration for nursing and respiratory therapy students.

3. Please identify any existing program, option, concentration or track that this program will replace. **None**

4. Is it likely that this program will reduce enrollments in other programs at your institution? If so, please explain. **No**

4. List new courses that will be added to your curriculum specifically for this program. Indicate number, title and credit hour value for each course.

RT 300 (3)	Cardiopulmonary Anatomy and Physiology
RT 305 (4)	Fundamentals of Respiratory Care I
RT 310 (4)	Principles of patient Assessment
RT 315 (1)	Clinical I
RT 325 (3)	Pulmonary Diagnostics
RT 330 (3)	Fundamentals of Respiratory Care II
RT 335 (3)	Respiratory Care Pharmacology
RT 340 (3)	Pathology for Respiratory Care
RT 345 (4)	Clinical II
RT 400 (3)	Ventilatory Support
RT 405 (2)	Advanced Cardiac Life Support
RT 410 (4)	Clinical III
RT 415 (2)	Pediatric Respiratory Care
RT 420 (3)	Ventilatory Support II
RT 425 (2)	Advanced Critical Care Monitoring
RT 430 (2)	Neonatal Respiratory Care
RT 435 (4)	Clinical IV
RT 440 (2)	Research Methodology
RT 445 (3)	Patient Care Management Strategies
RT 450 (3)	Professional Trends in Long-Term Care
RT 455 (4)	Clinical V
RT 460 (1)	End of Life Issues
RT 470 (1)	RRT Exam Review

6. Program Completion Requirements

Credit hours required in major: 64

Credit hours required in minor (if applicable):N/A

Credit hours in institutional general education or core curriculum: 63

Credit hours in required or free electives: None

Total credit hours required for completion:127 hours

Describe any additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum or internship, some of which may carry credit hours included in the list above.

The final clinical examination in the last clinical course will be comprehensive. Additionally, students must pass the practice board exams in order to complete the program.

Please attach a typical four-year curriculum by semester to this proposal as Appendix A.

7. Accreditation

If there is a recognized (USDE or CHEA) specialized accreditation agency for this program, please identify the agency and explain why you do or do not plan to seek accreditation.

The Commission on Accreditation for Respiratory Care (CoARC) is the accrediting agency for this program. It is the intent of the College of Nursing to seek accreditation through CoARC for the Respiratory Therapy program. Such accreditation is an indication of assurance to the public, including prospective students, that the program meets minimum quality standards.

C. Program Admissions Requirements, Enrollment Projections and Completion Projections

1. Describe briefly the criteria and screening process that will be used to select students for the program.

Students must:

- **Have a minimum of a C in each prerequisite course**
- **Minimum overall grade point average of 2.5 on a 4.0 scale**
- **Complete a personal interview with the admissions committee**
- **Complete a clinical visit to a respiratory department prior to admission interview (strongly recommended)**
- **Upon admission, complete the required background check and drug screening requirements; complete medical clearance requirements**

2. Please describe your methodology for determining enrollment projections. If a survey of student interest was conducted, please attach a copy of the survey instrument with a summary of results as Appendix B.

Methodology for this particular program was projected by examining the previous number of students who enrolled in the respiratory therapy program at the University of Alabama at Birmingham, examining anecdotal feedback, and asking for input from the area respiratory therapy directors in clinical agencies.

The enrollment for the UAB program averaged 35-40 students per year, Feedback received from the program director at one of the closest AD programs, Wallace State in Hanceville, indicated

applicants ranging from 120-200 per year with a limited admissions, due to accreditation standards, of 35 per year.

Anecdotal feedback has been received from clinical partners representing area agencies. This feedback was received after posing the following question via a survey: Are you aware of students that would be interested in pursuing a BS in Respiratory Therapy at JSU? If so, could you please provide an estimate of that number. The responses were collated and are presented in Appendix B.

3. Provide a realistic estimate of enrollment at the time of program implementation and over a five-year period based on the availability of students meeting the criteria stated above.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Full-time Enrollment	12	24	24	24	24	108
Part-time Enrollment	0	0	0	0	0	0
FTE Enrollment	12	20	20	20	20	92

4. Projected Program Completion Rates.

Please indicate the projected number of program graduates for the first five years.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
0*	10	10	10	10	50

*Program requires 2 years to complete.

D. Program Need Justification

1. Will the program satisfy a clearly documented need (institutional and societal) in an effective and efficient manner? If the program duplicates or closely resembles another program already offered in the State, can this duplication be justified? What characteristics of the identified need require that it be met by a new program rather than an existing program? *(Note: In explaining how the proposed program meets this criterion, an institution may refer to the criterion on collaboration and develop a response that addresses both criteria simultaneously).* For purposes of this criterion, duplication is defined as the same or similar six-digit CIP code and award level in the Commission's academic program inventory. Institutions should consult with the Commission staff during the NISP phase of proposal development to determine what existing programs are

considered duplicative of the proposed program.

The Respiratory Therapy program will satisfy an institutional and societal need. It is the goal of Jacksonville State University to expand healthcare offerings; thus, this program will satisfy the institutional need to provide more degree options for current and prospective students who attend JSU. Currently, there is one active baccalaureate respiratory therapy program in the state, and that program is located in Mobile, Alabama at the University of South Alabama. The previous baccalaureate program that was offered was housed at the University of Alabama at Birmingham. That program is no longer accepting admissions for the Respiratory Therapy program and will graduate the last cohort from the program this summer. A respiratory program option at Jacksonville State University will provide an option for students in the northern half of the state as well as students in border counties of Georgia and Tennessee. Because of the in person requirements of such a program, it is essential to provide such an educational option for students in this area of the state. In order to have an understanding of the need for this type program in Alabama, it is important to examine offerings in nearby states. The table below depicts the number of programs by degree as well as the total number of programs.

State	AD Programs	BS Programs	MS Programs	Total Programs
Alabama	4	1*	0	5 (not counting UAB suspending admissions summer 2015)
Georgia	11	3	1	15
Florida	23	2	0	25
Mississippi	8	0	0	8
Tennessee	8	3	0	11

*Not counting UAB; suspending admissions summer 2015

Important to also note is that the job growth nationally for the respiratory therapy role is projected at 19%, with 22,700 positions available between now and 2022.

2. Based on your research on the employment market for graduates of this program, please indicate the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	56	56	56	56	56	224
State	75	75	75	75	75	375
SREB	1590	1590	1590	1590	1590	7,950
Nation	2,270	2,270	2,270	2,270	2,270	11,350

3. Please give a brief description of the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

Respiratory therapy directors in clinical agencies in the area (0-125 mile radius) were contacted via email and asked the following question: How many additional respiratory therapists do you estimate you will need with a baccalaureate degree over the next five years?

A total of 19 directors received the survey. Results from this survey are collated and presented in Appendix C. The number of respiratory therapists needed over the next five years was totaled and then divided by five to obtain an annual number of projected openings.

State specific data were obtained from the Alabama Department of Labor web site at the following link:
<http://www2.labor.alabama.gov/WorkforceDev/CareerExploration/jobquest.aspx?SOCcode=291126>
Based on information on the web site, it appears that the data were projected in 2010. These data conflict somewhat with the employer survey data. However, given the changes in healthcare, the employer survey data may more closely reflect actual, identified need.

SREB data were compiled from the website Projections Central: State Occupational Projections
(<http://www.projectionscentral.com/Home/Index>).
Data from all 15 SREB states were reviewed for respiratory therapy job openings. These data are provided as part of Appendix C. The average annual job openings was calculated by summing the average annual job openings from the SREB states.

Information was also obtained from the Bureau of Labor Statistics for the national data. Important to note is that the Occupational Outlook Handbook reflects the growth of respiratory therapists'

employment is expected to be 19 percent from 2012 to 2022, which is faster than the average for all occupations (<http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm#tab-6>). The national trend was calculated by dividing the new jobs expected by 10 years to determine yearly growth of positions. The average growth nationally per year for respiratory therapists from 2012-2022 is 2,270 jobs.

4. If the program is primarily intended to meet needs other than employment needs, please present a brief rationale. N/A
5. If similar programs are available at other institutions in the state, will any type of program collaboration be utilized? Why or why not? What specific efforts have been made to collaborate with institutions to meet the need for this program? Address qualitative, cost, and access considerations of any collaboration that was considered.

Due to the location of the other baccalaureate program in the state, no collaboration is planned at this time. However, JSU remains open to discussions concerning collaboration should a feasible option be identified. Once this program is established, it is the intent of JSU to collaborate with area community colleges that offer an Associate Degree (AD) in Respiratory Therapy and discuss/plan a bridge option through which Respiratory Therapy students prepared at the AD level can pursue a BS option. No bridge program exists in Alabama to provide this option at this time.

6. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? If not, why? Address the quality, access and cost considerations of using distance technology in the program.

Some courses may be delivered in a hybrid format whereby students attend class for a portion of the time and utilize an online learning platform for the remaining time. Students in this program must participate in hands on simulation activities; thus, attendance on campus is required. Any courses that are delivered via a hybrid format will meet the same quality standards as traditionally offered courses. Access would be provided via the Blackboard Learning Management System currently used by JSU. No additional cost to use this method of distance technology is expected. No additional or added cost is charged to the student for a hybrid course.

E. Program Resource Requirements

1. Number of currently employed qualified faculty who will teach in the program: **There are no faculty currently employed that will teach in this program. This is a new program, therefore, no faculty with the necessary qualifications would have been in place. It is the intent to hire a Program Director as soon as approval is received from ACHE and the initial phase of the accreditation process is successfully completed.**

Primary Faculty-- None

Full-time: None

Part-time: None

Support Faculty--None

Full-time: None

Part-time: None

Please attach a synopsis of the qualifications (degrees, experience, etc.) of each existing faculty member to this proposal as Appendix D. Do not attach entire curriculum vitae. This should be no more than one paragraph per faculty.

2. Number of additional qualified faculty who will be employed to teach in the program during the first five years:

Primary Faculty--

Full-time: 2

Part-time: 1

Support Faculty--

Full-time: 0

Part-time: 1

4. Briefly describe the qualifications of new faculty to be hired.

There are specific positions required by the accrediting body for this program. A full time Program Director and Director of Clinical Education must be hired as well as a Medical Director. These are the minimum requirements for the program. The Program Director must have earned at least a master's degree from an accredited institution and must hold a valid Registered Respiratory Therapy (RRT) credential and current state license; must have a minimum of four (4) years of experience as a Registered Respiratory Therapist with at least two (2) years in clinical respiratory care; must have a minimum of two (2) years of experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The Director of Clinical Education (DCE) must have earned at least a master's degree from an accredited institution. The DCE must also hold a valid RRT credential and

current state license; have a minimum of four (4) years of experience as a Registered Respiratory Therapist with at least two (2) years in clinical respiratory care; have a minimum of two (2) years of experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The Medical Director (MD) is a part-time, appointed position. The MD must be a licensed physician and Board certified as recognized by the American Board of Medical Specialties (ABMS) or American Osteopathic Association (AOA) in a specialty relevant to respiratory care. Faculty must possess an earned master's degree from an accredited institution. Additionally, faculty must have experience in teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. Other requirements are same as DCE in terms of licensure and credentials. It is not anticipated that additional instructors will need to be hired for the first several years of the program. It is anticipated that a lab instructor may be needed. This position would require an earned bachelor's in the healthcare field and preferred experience in clinical lab settings.

5. Briefly describe available and additional support staff that will be provided for the program.

Once the personnel are in place and students are admitted, a clerical assistant will be hired to support the needs of this department.

6. Describe any special equipment that is necessary for this program, indicating what is currently available and what would be added, including the cost of any additional equipment.

Special equipment specific to respiratory therapy training will be required in a laboratory setting. Disposable supplies such as oxygen masks, cannulas, nebulizers, arterial blood gas kits, etc., are already available in the nursing arts lab. These supplies are purchased, when necessary, but are most often donated as in-kind contributions by area agencies.

Other equipment, such as ventilators, pulmonary function test equipment, high-flow oxygen set-ups, oxygen blenders, flowmeters, percussors, oxygen tanks, pulse oximeters, end tidal CO2 monitors, heart monitors, non-invasive ventilators, and continuous positive airway pressure (CPAP) machines will be purchased and/or requested as donations by area agencies.

Much of this equipment already exists in the nursing arts lab and can

be utilized by the respiratory therapy program. Efforts will be made to secure much of the equipment through area agencies as in-kind contributions. Additionally, vendors will be contacted for possible donations. After exploring these options, any equipment not obtained will be purchased. It is difficult to project a cost because of the uncertainty in what will need to be purchased after in-kind donations and equipment from the nursing arts lab are secured.

7. Describe facilities required for the program, indicating what is currently available and any necessary renovations or additional facilities that would be added. Provide a cost estimate for any renovations or additions.

The facilities required for this program include two classrooms, office space, and a simulation lab. Jacksonville State University administration is currently working to negotiate a lease for the space needed within a 5 minute commute of campus. The lease will provide use of classrooms, simulation space, smaller work rooms, office space, restrooms, etc. The lease will be paid using allocations for the College of Nursing at this time. In addition, there is space at the nursing building that can be used at various times. For instance, nursing class times are on Monday and Friday for the bulk of the semester. If additional classroom space is needed for the respiratory therapy program, schedules can be adjusted accordingly to provide that space.

8. Using the Collection Assessment Manual of the Network of Alabama Academic Libraries (NAAL), provide an indication of the current status of the library collections supporting the proposed program. Please describe how any deficiencies will be remedied, including the cost of such remedies.

Monograph Holdings

The Respiratory Therapy collection, a section of the Nursing and Health Sciences collection, contains 479 print and electronic titles in Library of Congress subject areas relevant to Respiratory Therapy. Numbers of titles in selected subject areas are listed below.

LC Classification	Category	Holdings
QM1-695	Human Anatomy	367
QP121-125	Respiration. Respiratory organs	29
RC705-779	Diseases of the respiratory system	71
RC735.I5	Respiratory therapy	9

LC Classification	Category	Holdings
RM161	Inhalatory medicine. Respiratory therapy	3
		479

Title	Held	Listed	Percent Held
<i>Doody's Core Titles in the Health Sciences 2013</i>			
Health Sciences			
Associated Health Professions			
Respiratory Therapy	6	30	20%

The book collection contains out of date and superseded titles and the Library will need to acquire some updated books. Several books that were recommended as key resources in the subject guides of other universities and colleges have been ordered. Other titles from the *Doody's Core Titles* list have been selected for acquisition pending the approval of the RT program at JSU.

Journal Holdings

Selected journals which are available include the following:

Expert Review of Respiratory Therapy
Journal of Respiratory Disease
Respiratory Care: the official science journal of the American Association for Respiratory Care
Respiratory Medicine
Respiratory Research
RT for Decision Makers in Respiratory Care

The library's periodical collection, with these journals and a wide range of others covering medicine, health and nursing subjects, is more than adequate for the research needs of respiratory therapy students.

Selected Databases

CINAHL Plus Full Text
Cochrane Library
ProQuest Health and Medical Complete
Nursing and Allied Health Source
OVID Nursing Fulltext
PubMed

The wide range of subjects covered in these and other databases will also be sufficient for student research needs.

In addition, the Library is currently offering trials, via the Network of Alabama Academic Libraries, of visual anatomy databases from Wolters Kluwer/OVID which can be considered for acquisition if the proposed RT program is approved. Additional funding would be needed.

These are:

- Visible Body Anatomy & Physiology
- Bates Visible Guide to Physical Examination
- Human Anatomy Atlas

Video

Relevant streaming video is available through the VAST Academic Films Online and Films On Demand databases, and may be located using the JaxCat online catalog. Films On Demand provides access to 45 titles in Respiratory Disorders, under the subject area of Health and Medicine/Diseases, Disorders & Disabilities. Around 100 relevant topics include Respiratory System segments in Anatomy, videos specific to the Respiratory System, coverage of various diseases, and job information.

Alexander Street Nursing Education in Video also provides 30 relevant titles, in topics that include systems, disorders, pharmacology and procedures.

F. Costs and Financial Support of the Program

Provide a realistic estimate of the costs of the program. This should only include the additional costs that will be incurred, not current costs. All sources and amounts of funds for program support should be indicated.

Estimated New Funds Required to Support the Program

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Faculty*	\$142,309	\$145,155	\$148,058	\$151,019	\$154,039	<u>\$740,580</u>
Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	<u>\$25,000</u>
Facilities	\$2,800	\$16,740	\$16,740	\$16,740	\$16,740	<u>\$69,760</u>
Equipment	0	\$5,000	\$5,000	\$5,000	\$5,000	<u>\$20,000</u>
Staff**	\$20,450	\$40,912	\$41,730	\$42,565	\$43,416	<u>\$189,073</u>
Other (Medical Director Consultant)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	<u>\$25,000</u>
Total	\$175,559	\$217,807	\$221,528	\$225,324	\$229,195	<u>\$1,069,413</u>

*Additional faculty salaries should be shown in all five years.

**Clerical assistant will be in place for one half of the first year.

Sources and Amounts of Funds Available for Program Support

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Internal Reallocation	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	<u>\$50,000</u>
Extramural	\$50,000	\$150,000	\$150,000	\$150,000	\$150,000	<u>\$675,000</u>
Tuition	\$156,200	\$262,000	\$640,000	\$640,000	\$640,000	<u>\$2,338,200</u>
Total	\$216,200	\$422,000	\$800,000	\$800,000	\$800,000	\$3,038,200

Years one and two were calculated using only tuition revenue generated from the professional phase of the program. Years 3-5 were calculated using tuition revenue generated from core curriculum requirements as well as the professional phase of the program. It is anticipated, based on the number of applicants of nearby programs, that approximately 40 students will be in the Respiratory Therapy major working on core requirements at any given time after the first two years of the program. Additionally, students will incur, upon entering the professional phase of the program, a \$200 professional respiratory therapy fee each semester. That amount was calculated in with tuition.

G. Institutional Program Evaluation and Approval Process

Please describe the process used by your institution in its internal evaluation and approval of this program.

Upon deciding to pursue such a program, the JSU undergraduate curriculum committee received a proposal for review and approval. The proposal was prepared by the College of Nursing Dean, Associate Dean, and a respiratory therapy consultant. Approval was received from this committee as well as the Provost/VPASA prior to submitting to ACHE. Once approval is received from ACHE for the program, courses will be developed and submitted through the internal approval process via the university undergraduate curriculum committee.

H. Program Review and Assessment

Approval of this program will be on the basis of certain program outcomes agreed upon by the institution and the Commission. The outcomes will be based on the stated objectives of the program and enrollment and productivity projections. In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction. With this in mind, please describe the procedures that will be used in assessing program outcomes. Among other things, include an assessment process for student learning outcomes and a follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to graduate or professional programs.

This program will be evaluated annually to examine effectiveness. Program outcomes will be measured based on the systematic evaluation plan of the department. The systematic evaluation plan (SEP) will incorporate the program outcomes. Outcomes will have benchmarks set that are realistic yet reflective of quality. One example of an outcome is the pass rate of courses while another is the pass rate of the National Board for Respiratory Care (NBRC) Examination. The benchmarks for these outcomes will be that 90% of students successfully pass the courses and 80% of students successfully pass the exam on the first attempt.

The following measurements will be used to evaluate achievement of goals (this is not an exhaustive list):

Proficiency Examination

Clinical Faculty Survey

Employer/Supervisor Survey

NBRC Entry Level Examination

NBRC Written Registry Examination

NBRC Clinical Simulation Examination

Faculty Survey

Students will be informed while in the program of the importance of completing post-graduation surveys that are received. Further, graduates will be asked to report to the school job placement. The accrediting body requires a 70% positive job placement within a 3-year reporting period after graduation. Additionally, CoARC requires a 70% graduation rate. The SEP will reflect all the accreditation requirements/benchmarks as well as program specific benchmarks. The SEP will be reviewed annually.

Appendix A

Model Curriculum BS in Respiratory Therapy

Freshman Year

Fall Semester

EH 101 (3)	English Composition I
CY 105 (3)	Gen Chemistry I
CY 107 (1)	Gen Chemistry I Lab
BY 101 (3)	Gen Biology I
BY 103 (1)	Gen Biology Lab
_____ (3)	Soc Science Elective
14 SH	

Spring Semester

EH 102 (3)	English Composition II
CY 106 (3)	Gen Chemistry II
CY 108 (1)	Gen Chemistry II Lab
MS 112 (3)	Precalculus Algebra
_____ (3)	Fine Arts Elective
EH 141 (3)	Oral Communication
16 SH	

Sophomore Year

Fall Semester

EH/HY _____ (3)	Lit/History Elective*
BY 263 (4)	Anat & Physiology I
_____ (3)	Social Science Elective
PSY 201 (3)	Principles of Psychology
BY 283 (4)	Health Microbiology
17 SH	

Spring Semester

_____ (3)	Humanities Elective
BY 264 (4)	Anat & Physiology II
MS 204 (3)	Basic Statistics
EH/HY _____ (3)	Lit/History Elective
PHS 327 (3)	Elementary Rad Physics
16 SH	

**Must complete a sequence in Literature or History*

Professional Curriculum

Junior Year

Fall Semester

RT 300 (3)	Cardiopulmonary A&P
RT 305 (4)	Fundamentals of Resp Care
RT 310 (4)	Principles of Patient Assess.
RT 315 (1)	Clinical I
12 SH	

Spring Semester

RT 325 (3)	Pulmonary Diagnostics
RT 330 (3)	Fundamentals of Resp. Care II
RT 335 (3)	Respiratory Care Pharmacology
RT 340 (3)	Pathology for Resp. Care
RT 345 (4)	Clinical II
16 SH	

Summer Semester

RT 400 (3)	Ventilatory Support I
RT 405 (2)	Adv .Cardiac Life Support
RT 410 (4)	Clinical III
RT 415 (2)	Pediatric Resp. Care
11 SH	

Senior Year

Fall Semester

RT 420 (3)	Ventilatory Support II
RT 425 (2)	Adv. Critical Care Monitoring
RT 430 (2)	Neonatal Resp. Care
RT 435 (4)	Clinical IV
RT 440 (2)	Research
13 SH	

Spring Semester

RT 445 (3)	Patient Care Mgmt Strategies
RT 450 (3)	Prof. Trends in Long-Term Care
RT 455 (4)	Clinical V
RT 460 (1)	End of Life Issues
RT 470 (1)	RRT Exam Review
12 SH	

Total Hours Required for Degree: 127

Appendix B

Timestamp	Are you aware of students that would be interested in pursuing a BS in Respiratory Therapy at JSU? If so, could you please provide an estimate of that number.
3/12/2015 7:10:24	I am not sure of a number in regards to high school students that are planning to pursue a field in RT, but I know 10-15 therapist that have gone to Wallace State that would probably try to finish there BS at JSU if it were made available.
3/12/2015 7:19:32	Being inside a Hospital, I have no contact with students that are not already in an RT program. It is my understanding that the on campus counciler and the marketing department would make student aware of this opportunity.
3/12/2015 7:29:40	I am not aware of students that are specifically interested in a BS in Respiratory Therapy but have students call me that are interested in respiratory therapy. We have so few schools in the state that offer respiratory therapy that this would give more options. I also believe that there are therapists with an associate degree in respiratory therapy that would be interested in pursuing their BS through a possible online courses.
3/12/2015 7:36:05	10
3/12/2015 8:04:00	I'm sorry but I don't really know a good number but I would think it would be a very attractive degree with job potential for ths JSU students.
3/12/2015 8:22:22	Unsure.
3/12/2015 9:19:05	Not at this time.
3/12/2015 9:41:13	0
3/12/2015 9:55:43	3
3/12/2015 9:57:56	I have had friends and colleagues tell me that they have relatives or know of someone who would be interested in a career in respiratory therapy. This is purely an estimate but maybe 8.
3/12/2015 13:21:45	No
3/12/2015 13:22:56	12
3/13/2015 11:01:44	2
3/25/2015 8:03:18	I know of several individuals that have traveled from Anniston, Munford, and Jacksonville to Wallace State and UAB for their RT education. Had there been an oppurtunity closer, I feel certain they would have taken advantage of it. I also know someone that works at GSCC and they have stated several times they wished a RT program was closer to this area because they get students that are interested until they learn how far they would have to travel. They currently refer those students to Wallace State since UAB isn't accepting any students.

Appendix C

Timestamp	How many additional respiratory therapists do you estimate you will need with a baccalaureate degree over the next five years?
3/12/2015 7:10:24	10-15
3/12/2015 7:19:32	I hire 2 or 3 each year
3/12/2015 7:29:40	15
3/12/2015 7:36:05	15
3/12/2015 8:04:00	10
3/12/2015 8:22:22	5-10
3/12/2015 9:19:05	100
3/12/2015 9:41:13	0
3/12/2015 9:55:43	7
3/12/2015 9:57:56	75
3/12/2015 13:21:45	8
3/12/2015 13:22:56	12-15
3/13/2015 11:01:44	5-10
3/25/2015 8:03:18	5

Appendix C, cont.

AreaName	Occupation Name	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
Mississippi	Respiratory Therapists	2012	1500	2022	1680	180	12	40
Virginia	Respiratory Therapists	2012	2330	2022	2540	210	9	60
Oklahoma	Respiratory Therapists	2012	1580	2022	1850	270	16.8	50
Florida	Respiratory Therapists	2012	7610	2022	9380	1770	23.4	320
Delaware	Respiratory Therapists	2012	410	2022	480	70	17.9	10
Arkansas	Respiratory Therapists	2012	940	2022	1050	110	11.3	30
Georgia	Respiratory Therapists	2012	3790	2022	4200	410	10.9	100
Texas	Respiratory Therapists	2012	10010	2022	12940	2930	29.3	440
Maryland	Respiratory Therapists	2012	2000	2022	2300	300	15.4	60
Kentucky	Respiratory Therapists	2012	2340	2022	2820	480	20.5	80
Alabama	Respiratory Therapists	2012	2350	2022	2740	390	16.7	70
South Carolina	Respiratory Therapists	2012	1790	2022	2110	320	18.1	60
Louisiana	Respiratory Therapists	2012	1940	2022	2270	330	17	60
North Carolina	Respiratory Therapists	2012	3550	2022	4240	690	19.3	120
Tennessee	Respiratory Therapists	2012	3390	2022	3770	380	11.3	90